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ABSTRACT

This study investigated how teachers built trusting relationships with their school principals. Study participants were a group of elementary and secondary school principals, associate principals, and assistant principals in southeast Texas. A total of 119 of these administrators completed two Likert-like surveys to identify factors that led them to trust teachers. The two surveys were the Study of Trust and the Survey for How Teachers Create Trusting Relationships with Their Principal. Results of factor analysis indicated that trust was very important to the success of the teacher-administrator relationship. Teachers who cared about students by being sincere, honest, fair, and respectful tended to gain the trust of their principals. Other factors included the ability of teachers to influence their students, to be good teachers, to have a friendly and cheerful disposition, to be loyal and competent, to be good workers, to relate to parents, and to take responsibility for their actions. An appendix contains the two surveys. (Contains 7 tables and 15 references.) (Author/SM)

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RUNNING HEAD: How Teachers Create Trusting Relationships

How Teachers Create Trusting Relationships With Their Principals

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Abstract

This paper shows the results of an exploratory survey that compliments continuing research of a model for building trusting relationships in schools between principals and teachers. The purpose of this survey is to allow principals to identify the principles, competencies and behaviors of teachers which lead them to trust or mistrust teachers. One hundred and nineteen principals in Southeast Texas responded to the survey, and a factor analysis was used to analyze the data collected. The factor analysis showed that teachers who care about students by being sincere, honest, fair, and respectful tend to gain the trust of their principals. Other factors included were the ability of teachers to influence students, to be "good teachers," to have a friendly and cheerful disposition, to be loyal and competent, to be good workers, to relate to parents, and to take responsibility for their actions. If teachers can behave in ways that demonstrate these variables, they should increase trust between themselves and thier principals.

How Teachers Create Trusting Relationships with Their Principals

INTRODUCTION

Deming (1993) wrote in the foreword to John Whitney's book, The Trust Factor, that "Trust is mandatory for optimization of a system. Without trust, there cannot be cooperation between people, teams, departments, or divisions....The job of a leader is to create an environment of trust so that everyone may confidently examine himself" (p. viii). A review of the literature suggests that leaders must recognize the factors that build trustful relationships within their organizations. Knowing that we can have more functional schools by developing trust among those in schools leads to the question as to why so many of our organizations and institutions have such mistrusting cultures. In order for any relationship to be successful, both parties involved must establish trust. Covey (1992) believes if there is little or no trust, there is no opportunity to build permanent success. Covey (1989) also believes that "trust is the highest form of human motivation. It brings out the best in people. But it takes time and patience..." (p. 178). Mutual trust is vital to the success of a functioning relationship within a marriage, a friendship and even a work atmosphere.

Trust itself is not easily defined. More difficult than the task of defining trust is defining the factors that lead to trust. Golembiewski (1975) in a paper dealing with interpersonal trust in group processes, recognizes this vagueness in the way trust is conceived when he writes that trust is a reliance on, or confidence in a person, process or event. Exactly what those events and processes are and what factors are important about those people in creating trust, is not described. Trust is important in developing successful relationships, and in order to build trust, people must know what factors lead to developing it. This realization lead scholars and educators to a new area of research.

Researchers have attempted to define what factors lead to trusting relationships. Mishra and Morrissey (1990) identified four factors that they believed to be the basis for trust: open communication, greater decision power for employees, sharing critical information and true sharing of perceptions and feelings. They also identified the advantages of trust in an

organizational environment. The advantages are greater predictability; improved communications; dependability and confidence; a reduction in employee turnover; openness, willingness to listen and to accept criticism non-defensively; and a reduction of friction among employees.

Even more difficult than the task of defining the factors leading to trusting relationships is the task of identifying what factors lead to trusting relationships within the school atmosphere. Blumberg (1978) found that "teachers tended to focus more on one-to-one relationships with their principal when they thought about trusting the principal than they did about the principal's organizational responsibilities. That is, it seemed more important to teachers how the principal relates to them professionally than how the principal managed the school" (p. 85). Blumberg also noted that the top five expectations held by teachers of their principals included credibility, support, fairness, professional openness, and participative decision making.

MacNeil and Blake (1995) found that certain principles and competencies of principals lead to behaviors that motivate teachers to trust them. By using surveys and a factor analysis of the surveys, they discovered that certain behaviors of principals such as being competent managers, promoting professional growth and curriculum development, and empowering teachers all encourage teachers to trust their principal. They also discovered that the most important factor leading to a teacher trusting a principal is the principal being kind to the teacher. The concept of building trust is equally if not more important than the importance of principal leadership. In the absence of trust, it does not matter what the principal's leadership skills or professional competence may be. Trust must be established first. Although research explores ways that principals can earn the trust of teachers, one struggles to find research on how teachers can earn the trust of their principals.

Mutual trust is vital for the success of any relationship in today's society. By incorporating past research and continuing research, educators can continue to develop strong successful relationships which can help them to become more professional and competent. A culture of organizational trust occurs when teachers and principals both share mutual trust. To

gauge organizational trust, the principal can look for signs of teacher involvement in organizational problem solving, apparent job satisfaction, motivated employees, honest and open communication among colleagues and between individuals.

Ceyanes and MacNeil define trust as the reliability of the relationship that exists between people, developed over time caused by the behaviors that are formed by the principles and competencies of a person. This study attempts to discover what principles and competencies of teachers lead to behaviors that encourage principals to trust them. By discovering the factors that lead to trust, student teachers and tenured teachers alike can discover what types of behaviors they can display to build trust and, therefore, have success in their relationships with their principals. The question of how to build trust and trusting relationships in our schools is the main focus of this study.

Purpose Statement

This study focuses on teachers building trusting relations with school principals. The premise is that our schools can be more functional by developing trusting relations among those in schools. The purpose of this study is to survey school principals and assistant principals to help identify how teachers can best build trusting relationships with their principals.

Review of the Literature

Zand (1972) examined how high-trust and low-trust conditions affect the quality of managerial problem solving. In the study, two managerial groups were given the same problem solving situations, but the researchers gave each group different instructions. One group was exposed to a situation that described a low trust organization by giving instructions that were worded to "induce a decrease in trust," while the other group was exposed to a high trust scenario (p. 229). Zand found that the instructions given to each set created trust differences. In the high trust teams, "expressing differences of opinion, stating feelings of encouragement and disappointment, sharing information, exploring ideas outside of one's own function, providing high give and take, and giving support" were evident (p. 234). For the low-trust groups, the

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opposite was implied. Zand states that "high trust was the key factor in problem-solving effectiveness" (p. 234).

In 1978, Boss repeated the study by Zand and found similar results. Like Zand, Boss divided a group of managers into two groups and gave them directions to a problem solving task. Directions given to one group were designed to lower trust while the other set of instructions were designed to encourage trust. He found that the group with the trust building instructions were more effective in solving the problem. Moreover, "when the participants were asked to explain the reasons for the obvious differences in the team effectiveness, they offered a number of plausible explanations.... When told of the different instructions, the group reacted with amazement and relief. They were amazed that they had not perceived what seemed to them after the fact to be obvious" (p. 331). Zand's and Boss's research suggest that individuals may have preconceived levels of trust about an environment from information gathered prior to entering into the environment.

Blumberg, Greenfield and Nason (1978) conducted research to collect data that would enable them to clarify the meaning of the word trust, and to be able to describe more accurately what teachers mean when they think about trusting principals. In their study, eighty-five teachers who were enrolled in a graduate study were asked to respond to the statement, "I trust my principal." A total of 179 statements resulted from this procedure. From the responses, ten categories were created and the researchers designed a questionnaire to rank the ten categories. One hundred and sixty seven teachers enrolled in graduate classes were asked to rank order the four dimensions of trust they felt were most necessary to the maintenance of a satisfactory relationship with their principal. The teachers identified that credibility (22%), support (15.1%), fairness (14.5%), and participative decision making (10.7%) are important to the maintenance of satisfactory relations with their principals. The researchers also compared age differences, gender differences of the teacher and the principal, and whether they were at an elementary school or a secondary school. They concluded that "those things about which people trust others are largely a function of the situation - power relationships, role relationships, the degree of

functional interdependency that exists, the nature of the organization's task, and degree of bureaucratization" (p. 88).

In 1984, Hoy and Kupersmith correlated principal authenticity and faculty trust with those principals. They defined leader authenticity as "a general and consistent pattern of behavior in which subordinates perceive their leader as demonstrating acceptance of organizational and personal responsibility for actions, outcomes, and mistakes; being non-manipulative of subordinates; and exhibiting a salience of self over role" (p. 81). They continue by defining faculty trust as a multidimensional construct including trust in the principal, trust in colleagues, and trust in the school organization. Hoy and Kupersmith developed three likert scale surveys to measure each of the factors of faculty trust and used the Leader Authenticity Scale, a 18 item likert scale developed in a comprehensive factor analytic study of the behavior of elementary principals, to measure principal authenticity. Over 944 teachers from 46 schools completed the survey. Hoy and Kupersmith found that all dimensions of trust were "moderately and significantly correlated with each other: trust in principal correlated with trust in colleagues ($r = 0.48$, $p < .01$); trust in principal correlated with trust in organization ($r = 0.69$, $p < .01$); and trust in colleagues correlated with trust in organization ($r = 0.50$, $p < .01$). Moreover, perceived principal authenticity was significantly correlated with each aspect of trust; trust in principal ($r = 0.68$, $p < .01$); trust in colleagues ($r = 0.29$, $p < .05$); trust in organization ($r = 0.55$, $p < .01$)" (p.85). They conclude that principals are instrumental in developing an atmosphere of trust.

Rempel and Holmes (1986) developed a trust scale that measures the ability of an individual to trust others. The scale categorizes and differentiates between high trust, low trust, and hopeful trust profiles. They found that the category to which a person belongs is directly correlated to his past experiences with others. High trust people believe that both they and the person who they are attempting to trust are motivated by unselfish concerns and will behave positively to each other. Low trust people have the greatest number of problems and are the most poorly adjusted and least satisfied in their relationships with others. Hopeful trust individuals

want to not doubt others, but the risk of being wrong is too great for them to allow themselves to confidently build trusting relationships.

Busman (1991) examined the influence of authenticity and participation on faculty trust. A random sample of 437 middle school teachers examined the authenticity of leaders and the trust in colleagues, principals, and organizations. They were asked to rank trust in their colleagues, trust in their principal, and trust in the organization on a scale of one to six. Trust in their colleagues had a mean of 4.68, trust in their principal had a mean of 4.19, and trust in the organization had a mean of 3.4. He also found that the mean score for authenticity was 4.46. Busman states that a main effect on trust in the organization exists based upon levels of principal authenticity. "As authenticity increased, trust in the organization increased .... Trust in colleagues is significantly higher between teachers who report high levels of participation in decision-making than teachers who report low levels of participation" (p. 13).

Maxwell in his book, Developing the Leader Within You, attempts to instruct potential leaders in any field on how to become a stronger leader. He focuses primarily on the issue of integrity as the key to being a successful leader. He defines integrity as "not what we do as much as who we are" (p. 33). In this discussion, he establishes trust as being essential to the definition of integrity. He quotes a study in which "only forty-five percent of four hundred managers in a Carnegie-Mellon survey believed their top management; a third distrusted their immediate bosses." He continues to state that "with so much depending on credibility and trust, someone in every organization must provide the leadership to improve these numbers" (p. 35).

MacNeil and Blake (1995) define trust as "the reliability of the relationship that exists between people, developed over time caused by the behaviors that are formed by principles and competencies of a person" (p. 3). In their study, one hundred and twenty nine teachers were surveyed about the principles, competencies and behaviors of their principal that lead to trusting relationships between themselves and their principals by using a likert scale of strongly agree, agree, neither agree or disagree, disagree, or strongly disagree. A factor analysis showed the model to be valid. According to the study, "rated highest was when principals are kind toward

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people and present themselves in a pleasant and cheerful manner" (p. 8). They also found that principals that are patient with people, thoughtful of people's feelings, respectful, friendly, and approachable are more likely to build trust with their teachers.

The review of the literature shows that trust is vital in developing successful relationships. Successful relationships lead to a successful and productive work atmosphere. Principals and teachers must learn and develop and maintain trusting relationships in order to run effective and efficient schools. By working together and developing trust, educators can create a powerful educational system that will prepare students for the future.

METHOD

Subjects

The subjects of this study are school administrators in Southeast Texas. These school administrators include both elementary and secondary principals, associate principals, and assistant principals. The sample includes administrators with ages ranging from under twenty five to over fifty-six years of age. It includes administrators of different ethic backgrounds as well as different levels of experience ranging from no experience to over twenty-six years of experience. Two hundred surveys were distributed to administrators and one hundred and nineteen surveys were returned. The administrators completed the likert type scale survey to identify the factors that lead them to trust teachers.

Procedures

A survey was designed based on the literature and a preliminary survey asking principals to identify the principles, competencies and behaviors of teachers who they trust. Fifty preliminary surveys, which were used to validate the survey instrument, were sent to principals in Harris and Galveston counties and approximately twenty surveys were returned. From these preliminary surveys, a scantron survey was designed to ask principals to classify the principles, competencies, and behaviors as identified by other principals as being important for developing trust in teachers. The survey was then reviewed by several colleagues and orally discussed with one more high school principal to help ensure the validity of the instrument. The survey uses a

likert scale of strongly agree, agree, neither agree or disagree, disagree, and strongly disagree. Demographic data on gender, age, years working as a principal, and position was also collected. Two hundred surveys were sent to principals and one hundred nineteen surveys were returned. The surveys were collected, and a factor analysis was conducted. The data was treated using a bivariate correlation to identify those variables useful to directing teachers as to the principles, competencies and behaviors they should demonstrate if they wish to build trusting relationships with their principal. This is an exploratory study limited to the number of surveys distributed and returned by the respondents. However, the results of the factor analysis can enlighten and encourage further studies regarding developing trusting relationships within schools.

Instrumentation

Two instruments were used to collect data for this study. The first survey, titled "Study of Trust (University of Houston Clear Lake)," was used to design the surveying instrument. This preliminary survey was distributed to educational administrators to help them identify the factors of trust that need to be included in the study instrument. The results were compiled from this survey, as well as findings from research obtained from a review of the literature, in order to design a likert type scale survey. The second study instrument, titled "Survey for How Teachers Create Trusting Relationships with Their Principal," was distributed to over two hundred administrators. Both of these instruments are included in the Appendix.

Results

The factor analysis showed that there were ten factors with an Eigenvalue of one or larger, which accounted for 75.2 percent of the variance. The first factor identified by the factor analysis had a Eginvalue of 28.4789 and represented 45.9 percent of the variance. This establishes the validity of the model presented. Table 1 displays the variables for the first factor.

The first factor identified by the one hundred and nineteen principals is that they trust teachers who are sincere and honest toward students. Teachers should be respectful, fair, sincere, patient and loyal to their students. Teachers must be able to communicate with their students and be committed to educating them. Being honest and trustworthy also helps in developing this

sense of sincerity toward students. In other words, in order for teachers to earn the trust of their principals, they must show that they are genuinely interested in their students and care about them as individuals.

Table 1

Shows the variables loading for Factor 1. Teachers that are sincere and honest build trust between a teacher and a principal.

Factor Loading	Measure and Variables
0.80370	Are honest
0.79056	Are trustworthy
0.77649	Are respectful toward students
0.77352	Are fair to their students
0.72458	Are sincere toward students
0.71818	Are sincere toward administrators
0.62218	Are respectful toward administrators
0.62130	Are committed to educating students
0.58953	Are patient with students
0.56648	Do not mislead students
0.51207	Are able to communicate with students
0.50401	Are loyal to students

Table 2 reports the results of the factor analysis for factor two. The variables for the second factor show that teachers must be able to influence ~~ther~~ their students in order to build the trust of their principal. Principals trust teachers who can teach students effectively. Teachers wanting to gain the trust of their principal can demonstrate the ability to influence students by knowing their content area, being knowledgeable on how students learn, keeping organized and efficient records, and handle most discipline within the classroom. Influencing students also includes motivating and encouraging students to do their best in all that they do. Teachers who empower students to learn and be independent and successful learners show their principal that they are competent teachers. Principals trust good, competent teachers.

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Table 2

Shows the variables loading for Factor 2. Teachers that influence students build trust between a teacher and a principal.

Factor Loading	Measure and Variables
0.73329	Are knowledgeable on how students learn
0.73264	Empower students to be independent learners
0.69529	Encourage student success
0.66755	Are able to motivate students to be successful learners
0.65844	Prepare students for the future
0.62552	Are knowledgeable in their content area
0.62277	Are able to encourage students to do their best
0.58459	Encourage student participation in the classroom
0.55201	Are able to influence students
0.50252	Are able to handle most discipline within the classroom
0.48390	Defend "positive" actions of their students
0.47168	Keep organized and efficient records
0.41348	Are approachable

Table 3 reports the results of the factor analysis for factor three. Principals responded that they trust teachers who have a friendly and cheerful disposition. Teachers who are friendly and kind toward both students and administrators are more likely to gain the trust of their principal. Teachers must like their students, have a good sense of humor, and value students opinions. Teachers cannot expect to gain the trust of their principal if they are negative and always in a bad mood about teaching, student's behaviors and attitudes, and administrative decisions. Teachers should remain positive and show that they enjoy the profession of teaching.

Table 3

Shows the variables loading for Factor 3. Teachers with a friendly disposition build trust between a teacher and a principal.

Factor Loading	Measure and Variables
0.75429	Have a pleasant and cheerful disposition
0.74852	Are friendly toward administrators
0.74494	Like administrators
0.71973	Have a good sense of humor
0.63740	Are kind toward administrators
0.60115	Like students
0.55617	Are able to influence other teachers
0.54028	Are friendly toward students
0.53606	Are kind toward students
0.42782	Value student's opinions

Variables in factor four show that teachers who are loyal and competent in their profession will increase the trust of their principal. Principals want their teachers to be supportive of administrative policies and procedures, to make sensible decisions and to follow through with assigned tasks. Principals want teachers to be able to effectively communicate with them and not be misleading when dealing with situations that occur throughout the school year. Principals want teachers to be competent and be on time to meetings. If teachers can show that they are capable of handling their job and can be supportive of the administrative team, the principal will be more likely to trust them. Teachers must prove that they can be trusted. Table 4 reports the results of the variables loading for developing principal trust by teachers being loyal and competent.

Table 4

Shows the variables loading for Factor 4. Teachers who are loyal and competent build trust between a teacher and a principal.

Factor Loading	Measure and Variables
0.81707	Are supportive of administrative policies and procedures
0.79578	Are supportive of administrative policies and procedures
0.59295	Follow through with assigned tasks
0.58660	Relate to administrators
0.52784	Do not mislead administrators
0.52401	Make sensible decisions
0.49799	Are able to communicate with administrators
0.49514	Have proven that they can be trusted
0.44056	Are on time to work and meetings

Table 5 shows the variables loading for factor five. Principals expect teachers to be good, hard workers. Principals want teachers to take initiative, follow through with ideas and aspirations and be flexible on procedures to complete tasks. Teachers should be time efficient and effective workers. By showing their principal that they are good, hard workers, teachers can increase the likelihood of their principal trusting them. Principals trust teachers who give all they can give everyday while educating students.

Table 5

Shows the variables loading for Factor 5. Teachers who are good workers build trust between a teacher and a principal.

Factor Loading	Measure and Variables
0.74454	Take initiative
0.58034	Are time efficient
0.54411	Follow through with ideas and aspirations
0.53904	Are effective workers
0.46330	Are flexible on procedures to complete tasks

Table 6 report the variables loading for factor six. Factor six shows that teachers must be able to communicate with parents. Teachers must relate to parents and have successful parent

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conferences. By making logical decisions when dealing with parents, teachers can earn the trust of their principal.

Teachers have to be able to communicate effectively with parents. Although principals are many times involved in parent conferences with teachers, principals would much rather not have to try to correct a situation when a teacher has not handled a parent in the proper manner. Sometimes, parent and teacher conflict is inevitable, but principals would much rather a teacher and a parent settle conflicts without the principal's aide. Principal intervention in a parent conflict can sometimes be damaging to the parent/teacher relationship.

Table 6

Shows the variables loading for Factor 6. Teachers that communicate with parents build trust between a teacher and a principal.

Factor Loading	Measure and Variables
0.68801	Relate to parents
0.54772	Are able to communicate with parents
0.53165	Relate to students
0.44748	Are able to have successful parent conferences
0.44429	Make logical decisions

The variables loading for final factor defined by this survey are reported in Table 7. The variables for factor seven show that teachers must be willing to take responsibility for their actions. Teachers must be willing to admit their mistakes to both administrators and students alike. By admitting mistakes, teachers can further encourage their principals to trust them.

Table 7

Shows the variables loading for Factor 7. Teachers who take responsibility for their actions build trust between a teacher and a principal.

Factor Loading	Measure and Variables
0.70789	Admit mistakes to students
0.67946	Admit mistakes to administrators
0.67825	Are willing to lose their job for a principle that they believe is "right"
0.39811	Do not initiate negative lunch room gossip

Discussion

In order for teachers to gain the trust of their principals, they must know what to do to have their principals to trust them. This exploratory survey identified several factors that lead principals to trust their teachers. First, teachers must care about their students. They must be sincere, honest, fair, respectful and committed to educating them. Teachers must then know how to be good teachers. They must be able to influence students in a positive way that encourages them to grow and learn as independent thinkers. Teachers must be friendly, loyal, competent, good workers, able to handle parent communication, and take responsibility for their actions. Teachers who behave in ways that demonstrate these factors should increase trust between themselves and thier principals.

The results of this study show the principles, competencies, and behaviors that encourage principals to trust teachers. More research is needed to accompany this exploratory study in order to discover how to build strong trusting relationships. Future studies could examine the effects of demographic data such as gender, age, and experience of the principal and the teacher.

According to the review of the literature, trust is extremely important to the success of any relationship. In the school atmosphere, teachers and administrators must strive to develop trusting relationships. By combining the results of this study with the results of other studies, teachers and administrators can begin to develop the mutual trust that is vital to the success of any organization.

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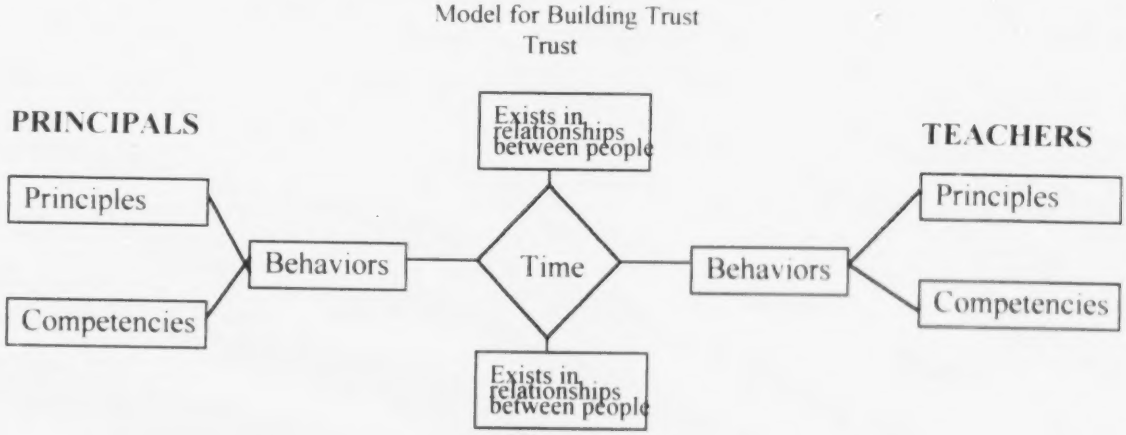
APPENDIX

Study on Trust (University of Houston Clear Lake)

This is a preliminary instrument to a second phase of an ongoing study on building trust between teachers and principals. Early research has indicated that certain principles, competencies, and behaviors of principals encourage teachers to trust them (Blake and McNeil 1995). However, in order for a relationship to be stable, individuals must establish mutual trust. This study is searching for the variables that make principals trust teachers. This study may then be combined with early studies so that teachers and principals may use these findings to develop trusting relationships.

Model for Building Trust



We need you to help us identify the principles, competencies, and behaviors that lead to principals trusting or mistrusting the teachers that work for them. Please distribute this survey to principals of schools. To ensure the validity and reliability of this study, please only allow principals and not assistant principals to complete this survey. Thank-you for your efforts in helping us complete this study and allowing us to help teachers identify characteristics that will encourage their principals to trust them.

Trust

	Principles	Competencies	Behaviors
1			
2			
3			
4			
5			

Mistrust

	Principles	Competencies	Behaviors
1			
2			
3			
4			
5			

Survey for How Teachers Create Trusting Relationships with Their Principal

The following survey will be used to study the factors that encourage principals to trust their teachers. Part I identifies the demographic information of those surveyed. Part II has three major sections. Section I identifies teacher's principles that lead you to trust them. Section II identifies the competencies of teachers you trust. And Section III identifies the behaviors that lead you to trust a teacher.

- Use only a #2 pencil. Do not mark on the question sheets. For each statement mark only one answer on the scan form provided. Please return both scan sheets and survey forms without being folded or stapled.
- Your responses are confidential and will remain anonymous. At no time will the original individual questionnaires be shared. Your responses will be combined with other principals in order to develop a profile of responses.
- Read each statement carefully. Your time and effort at answering this questionnaire is appreciated. The results of this study can help many new and tenured teachers build trusting relationships with yourself and your colleges.

Part I

1. Gender	2. Position	3. Age	4. Principal Experience
1 = Male	1 = Principal	1 = under 25 years	1 = 1 - 3 yrs
2 = Female	2 = Associate Principal	2 = 26 - 35 years	2 = 4 - 7 yrs
	3 = Assistant Principal	3 = 36 - 45 years	3 = 8 - 15yrs
		4 = 46 - 55	4 = 16 - 25 yrs
		5 = over 56	5 = over 26yrs

Part II

In this section you will identify the principles, competencies, and behaviors of those teachers who you trust. Respond to the questions with the following likert scale:

1 = I strongly agree with this statement
2 = I agree with this statement
3 = I do not agree or disagree with this statement
4 = I disagree with this statement
5 = I strongly disagree with this statement

When selecting your responses think about only those teacher who you trust.

Section I

Complete the statement: Teachers I trust...

5. Are honest
6. Are fair to their students
7. Are trustworthy
8. Are sincere toward students
9. Are sincere toward administrators
10. Are friendly toward students
11. Are friendly toward administrators
12. Are respectful toward students
13. Are respectful toward administrators
14. Are kind toward students

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15. Are kind toward administrators
16. Are committed to educating students
17. Are patient with students
18. Are patient with administrators
19. Are loyal to students
20. Are loyal to administrators
21. Are effective workers
22. Take initiative
23. Have a good sense of humor
24. Have a pleasant and cheerful disposition
25. Like students
26. Like administrators
27. Value student's opinions

Section II

28. Are focused on completing tasks
29. Are flexible on procedures to complete tasks
30. Are able to handle most discipline within the classroom
31. Are approachable
32. Are time efficient
33. Are knowledgeable in their content area
34. Are knowledgeable on how students learn
35. Are able to influence students
36. Are able to influence other teachers
37. Empower students to be independent learners
38. Encourage student success
39. Are able to motivate students to be successful learners
40. Are able to encourage students to do their best
41. Are able to document using proper grammar
42. Are able to have successful parent conferences
43. Are able to communicate with parents
44. Are able to communicate with students
45. Are able to communicate with administrators

Section III

46. Are supportive of administrative policies and procedures
47. Are on time to work and meetings
48. Relate to administrators
49. Relate to parents
50. Relate to students
51. Keep organized and efficient records
52. Prepare students for the future
53. Encourage student participation in the classroom
54. Make sensible decisions
55. Make logical decisions
56. Admit mistakes to administrators
57. Admit mistakes to students

58. Do not initiate negative lunch room gossip
59. Defend "positive" actions of their students
60. Do not mislead students
61. Do not mislead administrators
62. Are supportive of administrative policies and procedures
63. Have proven that they can be trusted
64. Are willing to lose their job for a principle that they believe is "right"
65. Follow through with ideas and aspirations
66. Follow through with assigned tasks

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